



King Fisher Baby Unit

Inspection report for early years provision

Unique Reference Number	EY151885
Inspection date	15 September 2006
Inspector	Rebecca Elizabeth Khabbazi
Setting Address	159a Lower Addiscombe Road, Croydon, Surrey, CR0 6PW
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Registered person	Cynthia Wilson
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

King Fisher Baby Unit is one of three nurseries in the Croydon area owned by an individual provider. It opened in 2001 and operates from various rooms on the ground floor of a residential house in Addiscombe.

The nursery is open five days a week from 07:30 to 18:00 all year round. Children attend for a variety of sessions. A maximum of 40 children may attend the nursery at any one time, and there are currently 43 children aged from three months to under five years on roll. Of these, 11 children receive funding for nursery education. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language.

There are 12 members of staff who work at the nursery, including the manager. Of these, 10 members of staff hold appropriate early years qualifications and two staff are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children throughout the nursery have daily opportunities to go out in the fresh air and enjoy vigorous physical activity. They run around energetically, manoeuvre bikes and scooters, slither down the slide, and balance along beams, using their arms to steady themselves. Older children stretch their arms up like a tree during their dance session, rolling their shoulders and wriggling their hips. This all helps children practise physical skills and contributes to a healthy lifestyle.

Staff follow a number of hygiene procedures which help protect children from the risk of cross-infection, such as using gloves and aprons when they change nappies and ensuring tables are cleaned before and after meals. Children learn about simple good hygiene practices when they wash their hands when they come in from the garden and after using the toilet. However, on some occasions children share a bowl of water to wash their hands before they eat, which exposes them to the risk of cross-contamination.

Children benefit from healthy meals and snacks which are freshly prepared on the premises and take into account their individual dietary requirements. Drinks are available at regular intervals and children are encouraged to develop healthy eating habits when they enjoy fruit for their snack.

Systems are in place to keep records of children's health needs, any accidents they have and any medicine they need to be given. Sufficient staff have first aid certificates to ensure that someone is always on duty who can respond appropriately and take care of children if they have a minor accident or injury.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a welcoming, suitably maintained environment. There is adequate space to play and children have access to a range of play materials that are suitable for their age. Staff follow a rota for cleaning toys and check them regularly to make sure they are not damaged, which helps ensure children can play safely.

Children's risk of accidental injury is generally minimised as there are procedures in place to reduce hazards, such as regular risk assessments and daily health and safety checklists for staff. Precautions such as safety gates and socket covers are in place and effective security measures help protect children from unwanted visitors. Children begin to learn to keep themselves safe when they are reminded about the rules, for example, why they must not run inside or why they need to tidy the toys up from the floor.

Children's welfare is safeguarded because staff have a satisfactory understanding of their role in responding to child protection concerns and are familiar with the nursery's procedures.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are generally settled in the nursery and benefit from being cared for by mostly consistent staff who know them well. Staff use the Birth to three matters framework to plan a range of experiences for children under three years old, and in most rooms children can choose from an appropriate variety of activities. Children over two years old enjoy easy access to the garden, where they have fun splashing in the water tray and building with large bricks. Babies aged under a year have access to a variety of soft and sensory resources that stimulate them and encourage the development of new skills. They enjoy cuddles from staff who respond to them warmly and offer comfort if they become distressed. However, while children between one and two years old enjoy some activities such as play dough at the table and stories with staff, there are not enough activities set out for them or available to select themselves. This means they do not always have enough choice and quickly become bored.

Nursery education:

The quality of teaching and learning is good. Staff working with children in the preschool room are experienced and provide a broad and balanced curriculum that supports children's learning. The room is organised to allow children good opportunities to learn through hands-on experiences, and good use is made of the garden to encourage children's development in all areas of learning.

Children are confident and sociable, they settle quickly to activities and make good relationships with staff and each other. Children are keen to start conversations and confidently use language to make their needs known, for instance when they can't hear the computer properly. Older children are beginning to use their knowledge of letter sounds to write simple words, and they enjoy looking at books and listening to stories. Children show their understanding of shape and size when they work out which pieces of the 'marble run' will fit together, and they solve simple number problems when they count how many children there are and then add on the number of staff. They find out about the world around them through planned topics, bug hunts in the garden, or growing sunflowers. Resources at the creative table provide opportunities for children to select their own materials to design and assemble pictures and models that reflect their own ideas. Children join in enthusiastically with singing sessions and enjoy using their imagination in dance.

Key staff make regular observations of children in order to assess their progress. Individual staff members use this knowledge of children's stage of development to identify their next steps and link these to planned activities, but these are not always clearly recorded or referred to in written plans so that all staff are aware of them. This means that opportunities to use activities to help children build on their existing knowledge and skills are not always fully developed.

Helping children make a positive contribution

The provision is satisfactory.

Children are all welcomed into the setting and valued as individuals. Systems that are in place for making sure information about children's needs is gathered before they start, together with clear settling in procedures, help children settle quickly. Children with learning difficulties and/or disabilities are supported appropriately as staff have received relevant training and adapt activities where needed, to ensure all children can take part. Children in the preschool room grow in independence when they choose their own resources or manage their own shoes when they go outside, but opportunities to practise self-care skills are not extended into meal and snack times, when children are served by staff.

Children learn to value diversity when they celebrate festivals such as Diwali, Eid or Chinese New Year and take part in Black awareness day. Staff arrange for visitors, such as a local doctor or dentist, to come and talk to the children, which helps them develop a positive attitude towards the wider community. Children learn to respond to appropriate expectations for their behaviour. Staff encourage good manners and consideration towards others. Children are reminded to share and take turns, and they independently remember that they need to listen so they can hear what staff are saying. This helps children learn to work harmoniously together. This approach ensures children's spiritual, moral, social and cultural development is fostered.

Children throughout the nursery benefit from clear systems for communication between their parents and staff, and daily written record sheets help children experience consistent care. The partnership with parents of children who receive nursery education is good. Parents are kept informed about activities and topics to enable them to be involved in their child's learning. They have regular opportunities to meet their child's key worker and discuss their progress as well as receiving written reports.

Organisation

The organisation is satisfactory.

Children are cared for by suitably qualified and vetted staff due to effective recruitment procedures. Staff have clear roles and responsibilities and planned induction periods and regular meetings generally ensure that staff are kept up-to-date. All the required documentation is in place and most policies and procedures work effectively in practice. However, the complaints procedure does not contain up-to-date details to ensure parents can contact Ofsted if required.

The leadership and management of the nursery education provision is satisfactory. Staff are well supported to attend training and have opportunities to work closely with advisors from the local authority, and this has ensured that children make good progress. However, much of the responsibility for overseeing the preschool lies with the experienced staff who work in the room and the manager has not yet put systems in place to monitor and evaluate the effectiveness of the nursery education provision. This means that any areas for improvement, such as written observations and activity plans, are not always identified at an early stage.

Most areas of the nursery are appropriately organised and resourced but there are weaknesses in the organisation of rooms for younger children which result in some children having little

choice of activities. Children do, however, benefit from being cared for by mostly consistent staff, which ensures they can get to know them well. Overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Since the last care inspection the provider has addressed actions relating to children's sleeping arrangements and the storage of babies' milk. There are now facilities in place to better ensure that children can rest comfortably and according to their individual sleep patterns. Babies' bottles are stored more appropriately in the fridge instead of in the playroom, which will help protect children's health by ensuring that their milk is kept at a safe temperature.

The provider was also asked to ensure that all areas of the nursery were safe and in particular address hazards relating to the toilet doors and the bookcases in the playrooms. The gap in the toilet doors has now been widened to ensure children cannot trap their fingers in it, and bookshelves in the playroom have been removed. This will help reduce the risk of accidental injury.

Finally, the provider was asked to update both complaints and medication procedures. There is now a complaints log in place to ensure information about any complaints made about the nursery is available to parents. The system for keeping records of medicine given to children has been amended so that there is space for parents to sign to show they have been informed that the medicine has been administered as requested. This will help protect children's health by ensuring parents are kept well informed.

Since the last inspection of the nursery education provision, staff in the preschool have started to make more regular observations of children's progress and have begun to use these when planning activities for children. However, these new systems are not yet fully developed.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve hygiene precautions by ensuring children wash their hands individually before meals
- provide children aged 12 to 24 months old with a wider choice of activities and experiences and increased access to a varied range of play materials
- update the complaints procedure with correct contact details for Ofsted as the regulator

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- strengthen the link between assessments of children's progress and weekly planning, by keeping clear written records of identified next steps for children and ensuring all staff are familiar with which activities in the weekly plan children's individual next steps are linked to
- develop systems for monitoring and evaluating the quality of the nursery education provision

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk